

Interventions of tertiary education trust fund (TETFUND) and lecturers' productivity in Kogi State Colleges Of Education, Nigeria

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ABSTRACT

Purpose – The study examined the Interventions of Tertiary Education Trust Fund(TETFUND) and lecturers' productivity in government owned Colleges of Education in Kogi State, Nigeria.

Method – The research design adopted for this study was descriptive study. The population of this study were lecturers and the management staff in the selected Colleges of Education in Kogi State. The instruments used include "Tertiary Education Trust Fund Intervention Allocation checklist" (TETFIAC), "Tertiary Education Trust Fund Intervention Assessment questionnaire" (TETFIAQ) and Lecturers' Productivity Assessment Questionnaire" (LPAQ). The reliability values of the instruments were 0.80 and 0.75 for TETFIAD and LPAQ respectively. Descriptive statistics such as mean and standard deviations were used to analysis the seven research questions raised in the study.

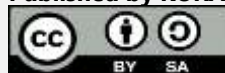
Findings – It was revealed from the findings that TETFund has done considerably well by having moderate interventions on staff training and development, research and academic growth, instructional facilities, library development and physical infrastructure and these levels of interventions has significant impacts on the level of lecturers' productivity in government owned Colleges of Education in Kogi State, Nigeria.

Implication – The study recommended among others that the management of government owned Colleges of education in Kogi State to intensify efforts on meeting all necessary requirements for accessing and releasing of all approved funds form TETFund.

Keywords: Interventions of Tertiary Education Trust Fund (TETFund), Lecturers' Productivity, Staff Training and Development, Research and Academic Growth, Physical Infrastructure

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Introduction

It has been observed that the productivity level of lecturers in Nigerian tertiary institutions has been on persistent decline ([International Organization for Migration](#),

2014). Contributory factors to this decline in lecturers' productivity according to Agba and Ocheni (2017), and Jimoh (2014) include: lack of research skills in modern methods; lack of equipment for carrying out state-of-the art research; overloaded teaching and administration schedules which leave little time for research; difficulty in accessing research funds; diminishing ability of seasoned and senior researchers to mentor junior researchers due to brain drain. Other factors as highlighted by AbdulAzeez (2016) and Agba (2015) are lack of research endowments and systematic research funding, limited funding, lack of funding for research facilities and programmes, poor physical and institutional infrastructure, non-friendly study environments (which includes cultism, physical environment, social influence among others), lack of adequate or practicing quality management and lack of adequate continuous quality improvement in lecturers' knowledge.

To this end, a number of studies have been conducted to address the issue in tertiary institutions. For instance, the study conducted by Haliso & Toyosi (2013) focused on "influence of information use on the academic productivity of lecturers in Babcock University, Nigeria". Despite the fact that this study was inclined towards lecturers' productivity, it apparently focused only on information use. However, this research work did not only concentrate on lecturers' productivity but also explored the aspect of Tertiary Education Trust Fund (TETFund) Interventions particularly in Government owned Colleges of education in Kogi state.

Peretomode and Chukwuma (2005) and Uyeri (2016) also examined manpower development and lecturers' productivity in tertiary education institutions. Nevertheless, these studies only focused on manpower development and lecturers' productivity without giving consideration to manpower development or Academic Staff training and development sponsored by Tertiary Education Trust Fund (TETFund). Oluwalola (2011) conducted a study on Education trust fund intervention project, resource utilization and goal achievement of universities in south-western Nigeria but did not capture lecturer productivity in government-owned colleges of education especially in Kogi state. Also, Udu and Nkwede (2014) examined Tertiary Education Trust Fund Interventions and Sustainable Development in Nigerian Universities with evidence from Ebonyi State University, Abakaliki using variables like Normal intervention, Library intervention, Teaching practice, Staff training and development, Research grant, Publication of journal, Conference attendance, Publication of scholarly manuscript, among others to explain how TETFund allocation was expended for a period of time. This research work verified TETFund allocation vis-à-vis these variables to examine Tertiary Education Trust Fund Interventions and lecturers' productivity but concern was on Government owned Colleges of education in Kogi state.

Scholars like Falola, Osibanjo, & Ojo (2014) and Fejoh & Faniran (2016) however, postulated that staff development programmes for deserving staff can come in the forms of induction courses, in-service training, staff seminar/workshop, conference/symposium training, refresher courses/training in-house training, on-the-job-training, off-the-job-training. Bello (2015) however opined that insufficient

provision for training of reasonable lecturers to acceptable standards constitutes one of the major sources of poor quality education and falling standard of education. In this regard, one of the interventions of the Tertiary Education Trust Fund is the Academic Staff Training and Development (AST&D). This area of intervention enables academic staff of Nigerian tertiary institutions to apply for and get funded to undertake studies in Masters and PhDs at home and abroad. To apply for the AST&D an academic staff will have to be nominated by their respective institutions that are also responsible for submitting the application to TETFUND. In the light of this, TETFund has greatly impacted to the growth of academic staff by making funds available to them. The fund started in 2008 by initiating and making available to each university N50 million for young lecturers to go for post-graduate studies outside the country with emphasis on science and technology, due to the expensive nature of training within the country. On this note, [Eze \(2014\)](#) reported over seven thousand and three (7003) lecturers of the nation's tertiary education system have benefitted in various academic training and development programmes of TETFund.

Worried about the low quality of research output by Nigerian tertiary institutions, Colleges of Education inclusive, the Board of Trustees of the Tertiary Education Trust Fund in 2011 decided to introduce new innovations intended to transform the educational sector and facilitate the emergence of Centres of Excellence. The result of such foresightedness according to [Agbedo \(2015\)](#) and [Adamu \(2017\)](#) was the introduction of the following research interventions:

National Research Fund (NRF), Institution Based Research (IBR), Academic Research Journal (ARJ), Academic Manuscript into Books (AMB) and Book Development Fund (BDF) such as Professional Association Journal (PAJ), Manuscript / Ph.D. Theses and Academic Publishing Centre (APC).

In view of the above, TETFUND has disbursed billions of naira for research and other projects. There has been a lot of improvement in infrastructural development, training of academic staff for higher degrees and support for conferences for both academic and non-teaching staff, provision of enough research materials such as textbooks, internet in the offices and libraries but improvement in research is still very low. TETFUND complains that money disbursed for research is not accessed. Out of the 265.02 billion naira that was disbursed for research, only 0.14% was accessed ([TETFund, 2014](#)).

The Library Development intervention is an intervention aimed to equip and procure latest text books in various fields, furniture, equipment, journal books and e-journals to public tertiary institutions to boost reading culture in the educational sector. Currently, the most practicable and substantial support enjoyed by academic libraries is under the Tertiary Education Trust Fund (TETFUND). The specific mandate of the fund as provided in Section 7(i) of the Act No.16 as it pertain to the libraries is to disburse the amount in the fund to Federal and State tertiary educational institutions specifically for the provision or maintenance of library buildings, library books, library journals and e-library services. It is very important to commend TETFunds role in her interventions

especially in e-library services development as [Bamigboye, Okonedo, Bakare, Nduka and Ajegbomogun \(2015\)](#) stressed that digital libraries has the opportunity to address the scarcity of teaching and research materials in the libraries of institution of higher education in Nigeria.

The provision and use of instructional facilities will improve the classroom communication process between the teacher and the learners, with this, the expected improvement in learning output will be accomplished. [Okyere-Kwakye \(2013\)](#) warned that for effective realization of the above purposes; there must be adequate funds in place to make adequate provision in order to ensure optimum utilization. From the foregoing, it appears that in most tertiary institutions, instructional facilities are in short supply and even the available ones are not properly utilized by teachers. With regard to the provision of instructional facilities, TETFund has also succeeded in the provision of equipment of a modern micro-teaching laboratory, VTE equipments and tools, science laboratory apparatus, projectors, among others. ([TETFund, 2017](#); [Oghenekaro & Adeyemi, 2016](#); [Ujumadu & Uzoezie, 2015](#)).

[Odedairo, Oke and Oyalowo \(2011\)](#) described infrastructure as a large social overhead capital; such as roads, ports, hospitals, bridges, sewer facilities, airports, electricity generation and distribution, and communication networks. [Bello \(2011\)](#) and [Usman \(2014\)](#) maintained that infrastructure is basically the physical and organizational structures needed for the operation of a society, system or enterprise, the service and facilities necessary for an institution (College of Education) to function. [Abdullahi & Wan \(2015\)](#) noted that infrastructural facilities are the entire institutions plant which institutions administrators, academic staff and non-academic staff, students harness, allocate and utilize for the smooth and efficient maintenance of any educational institutions, for the main objective of bringing about effective and purposeful teaching and learning experience. In view of its capital intensive nature, [Asiyai \(2013\)](#) noted that most basic infrastructures in Nigerian tertiary institutions, especially Colleges of Education are decaying and inadequate to accommodate the geometric rate of students' enrolment. The author however emphasized that the inadequacy of infrastructural facilities were major problems facing the Nigerian educational system.

In the same vein, the work of [Adavbiele \(2016\)](#) on "Impact of Education Trust Fund (ETF) on Tertiary Institutions in Nigeria, Using College of Education, as Case Study", made use of variables like constructing roads and drainage systems, providing lecture halls, providing seats in the lecture halls, providing laboratory, equipment, stocking the libraries with current books, providing enough accommodation for the students, providing quality training for the academic staff. However, Adavbiele's work did not give due consideration for lecturers' productivity.

This study is therefore different from the above cited studies in that it did not consider TETFund in isolation but in conjunction with lecturers' productivity particularly by examining the interventions of the former on the latter in government-owned colleges of education in Kogi state, Nigeria. Thereby, this study took cognizance of the trends of TETFund allocation, interventions of TETFund on academic staff training and

development, research and academic growth, instructional facilities, library development and physical infrastructure in government owned Colleges of education in Kogi state between 2012 and 2016.

The main purpose of this study is to investigate the intervention of Tertiary Education Trust Fund (TETFUND) and lecturers' productivity in government-owned Colleges of Education in Kogi state, Nigeria. Specifically, other purposes of this study are to determine the: *First*, Sought to determine the total TETFund intervention accessed by government owned Colleges of Education in Kogi state between 2012 and 2016. *Second*, intervention of TETFund on academic staff training and development in government owned Colleges of Education in Kogi state between 2012 and 2016, *Third* intervention of TETFund on research and academic growth in government owned colleges of education in Kogi state between 2012 and 2016, *Fourth*, intervention of TETFund on instructional facilities in government owned colleges of education in Kogi state between 2012 and 2016, *Fifth*, intervention of TETFund on library development in government owned colleges of education in Kogi state between 2012 and 2016, *Sixth*, intervention of TETFund on physical infrastructure in government owned colleges of education in Kogi state between 2012 and 2016. *Seventh*, level of lecturers' productivity in government-owned Colleges of education in Kogi state between 2012 and 2016;

Based on the objectives of the study, the following research questions were raised. First, What is the total TETFund intervention accessed by government owned Colleges of Education in Kogi state between 2012 and 2016? *Second*, What is the intervention of TETFund on academic staff training and development in government owned Colleges of Education in Kogi state between 2012 and 2016? *Third*, What is the intervention of TETFund on research and academic growth in government owned colleges of education in Kogi state between 2012 and 2016? *Fourth*, What is the intervention of TETFund on instructional facilities in government owned colleges of education in Kogi state between 2012 and 2016? *Fifth*, What is the intervention of TETFund on library development in government owned colleges of education in Kogi state between 2012 and 2016? *Sixth*, What is the intervention of TETFund on physical infrastructure in government owned colleges of education in Kogi state between 2012 and 2016? *Seventh*, What is the level of lecturers' productivity in government-owned Colleges of Education in Kogi state between 2012 and 2016?

The study covered mandates of TETFUND, namely; academic staff training and development, research and academic growth, library development, provision of instructional facilities and provision of physical infrastructure. The indicators for measuring lecturers' productivity for this study included: teaching, research and publication and administrative competency for five academic sessions (2011/2012 – 2015/2016).

The geographical scope for this study was Kogi state and the main thrusts were the Colleges of Education owned by the Government. Reconnaissance survey revealed that there were three government owned Colleges of education in Kogi state with one in each of the three senatorial districts in the state. These are Federal College of

Education, Okene representing Kogi Central senatorial district, Kogi State College of Education, Ankpa representing Kogi East senatorial district and Kogi State College of Education (Technical), Kabba representing Kogi West senatorial district.

Method

The research design adopted for this study was descriptive research of a correlational type. James (2007) said descriptive research is used to obtain comprehensive information concerning the current status of the phenomena to describe the opinions, attitudes, feelings, belief and behaviours of a study population with the use of observation, interview and administration of questionnaire in line with the study variables.

The population for this study comprised all the three government-owned Colleges of Education in Kogi State while, the target population consisted 690 lecturers and 121 management staff (19 Directors of Academic Programmes, 15 Deans of Schools and 87 Heads of Departments) of all the three government-owned Colleges of Education in Kogi State. Based on [Krejcie and Morgan's \(1970\)](#) table for determining sample size for a given population, the sample for this study consisted of 411 lecturers and 104 management staff of the selected Colleges of education.

Table 2: Population of the Study and sample size

Selected Schools			Sample Size based on Krejcie and Morgan's table				Total
			Academic Staff	Sample Size	Management Staff	Sample Size	
Federal College of Education, Okene		283	162	44	36	198	
Kogi State College of Education, Ankpa		305	169	41	36	205	
Kogi State College of Education (Technical) Kabba		102	80	36	32	112	
Total Population			690	411	121	104	515

Source: Offices of the Registrars of all the Government-owned COED in Kogi State and [Krejcie and Morgan \(1970\)](#)

The population for this study were lecturers and the management staff in the selected Colleges of education in Kogi state. Due to the sensitive nature of the study, lecturers in the sampled Colleges of education were used to monitor the independent variable (TETfund interventions) while Deans and / or Heads of Departments were used for monitoring the dependent variable (lecturers' productivity). In addition, the study covered five academic sessions (2012 – 2016).

Data for this study were gathered through the use of researcher-designed checklists and questionnaires. A checklist and two sets of questionnaires were developed and used to collect data for this study. The checklist tagged "Tertiary

Education Trust Fund Intervention Allocation Checklist" (T.E.T.F.I.A.C.) was used to provide information on the trends of TETFund allocations to the Colleges between 2012 and 2016. These allocations covered areas of; normal interventions, library intervention, teaching practice, staff training and development, research grant, among others. The checklist contains items on the trends of TETFund allocation to government-owned Colleges of Education. Data collected through the use of checklist was used to address research question one.

The second instrument used was questionnaire. The first questionnaire tagged "Tertiary Education Trust Fund Intervention Assessment Questionnaire" (T.E.T.F.I.A.Q.) was administered on lecturers of the selected colleges. This questionnaire was in six sections; A, B, C, D, E, and F. **Section A** was on demographic data of the lecturers. **Section B** contained 4 items which concentrated on the influence of TETFund intervention on academic staff training and development. Data collected in this section was used to address research question two. **Section C** contained 5 items to elicit data on the influence of TETFund intervention on research and academic growth. Data collected in this section was used to address research question three. **Section D** contained 6 items which focused on the influence of TETFund intervention on provision of instructional facilities. Data collected in this section was used to address research question four. **Section E** contained 8 items to elicit data on the influence of TETFund intervention on library development. Data collected in this section was used to answer research question five. **Section F** consisted of 18 items which were used to elicit information on the influence of TETFund intervention on physical infrastructure. Data collected in this section addressed research question six. Sections B, C, D, E and F contained closed ended questions based on a five (5) point Likert scale, ranging from Strongly Agree (SA) = 5 points, Agreed (A) = 4 points, Disagree (D) = 3 points, Strongly Disagree (SD) = 2 point and Not Sure (NS) = 1 point.

The second questionnaire tagged "Lecturers Productivity Assessment Questionnaire" (L.P.A.Q) was administered on Deans and / or Heads of Departments in the selected Colleges of Education in Kogi state. The structured questionnaire was in two sections.

Section A was on demographic data of the respondents. Section B consisted of 20 items which were used to determine lecturers' productivity in areas of teaching, research and publication and administrative competency and was a close ended form of questionnaire based on a five (5) point Likert scale, ranging from poor = 1, fair = 2, good = 3, very good = 4 and excellent = 5.

The two research instruments were subjected to both content and face validation by four experts; two lecturers in the Department of Educational Management and one evaluation specialist all at the University of Ilorin, Ilorin, Nigeria.

To ascertain the reliability of the instrument, the test re-test method was adopted to determine the co-efficient of the data that would be generalized. The reliability coefficient values of 0.801 and 0.750 were obtained for T.E.T.F.I.A.Q and L.P.A.Q

respectively. Based on these reliability scores, the instruments were deemed good and reliable for use in this study.

The researcher administered the research instruments (T.E.T.F.I.A.Q and L.P.A.Q) on the respondents personally with the help of three trained Research Assistants. Data collected for this study was analyzed using relevant descriptive statistics. Descriptive statistics such as mean and standard deviations were employed to analyze each item on the questionnaire for the purpose of answering the research questions.

Result and Discussion

Presentation and Analyses of Data

In analyzing the research questions raised, research question 1 was analyzed contently based on data collected from TETFund, while research questions 2 – 7 were analyzed with mean and standard deviation and a criterion score of 3.00 was considered. This implies that if Mean > 3.00, the item is accepted and when the Mean < 3.00, the item is rejected. The grand mean values were rated as: 4.00 - 5.00 for **High Intervention (HI)**, 3.00-3.99 for **Moderate Intervention (MI)** and 0.00-2.99 for **Low Intervention (LI)**.

Research Question 1: What are the total TETFund interventions accessed by government owned Colleges of Education in Kogi state between 2012 and 2016?

Table 3 showed the total amount of TETFund allocation accessed by government owned Colleges of Education in Kogi State. In summary, a total of ₦649,000,000.00k, ₦789,059,000.00k, ₦1,260,066,649.00k, ₦1,972,988,930.00k and ₦661,903,640.00k were accessed by government owned Colleges of Education in Kogi State, in 2012, 2013, 2014, 2015 and 2016, respectively. While, ₦11,000,000.00k, ₦26,941,000.00k, ₦281,933,351.00k, ₦271,011,070.00k and ₦810,342,360.00k were unaccessed by government owned Colleges of Education in Kogi State, in 2012, 2013, 2014, 2015 and 2016, respectively.

Research Question 2: What is the intervention of TETFund on academic staff training and development in government owned Colleges of education in Kogi state between 2012 and 2016?

Table 4 presents the mean ratings of the respondents with regard to the intervention of TETFund on academic staff training and development in government owned Colleges of education in Kogi state between 2012 and 2016. The table shows that the mean scores of the respondents 4.31 and 3.51 on items 4 and 2 respectively are observed to be above the criterion limit of 3.00 for acceptance level. This implies that the respondents are of the view that through TETFund intervention, lecturers in government owned Colleges of Education are sponsored: to acquire higher qualifications in local and international institutions; and to national and international conferences. However, the mean values of 2.95 and 2.82 respectively are observed to be below the criterion limit of 3.00 for acceptance level. This implies that the respondents are of the view that lecturers are not frequently sent to seminars and

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workshops through TETFund interventions; and in-service training are not regularly organized for the all category/cadre of lecturers through TETFund interventions in government owned College of Education. On the overall, the mean value 3.50 indicates that TETFund had moderate intervention on academic staff training and development in government owned Colleges of education in Kogi state between 2012 and 2016.

Table 3: Total TETFund Interventions accessed by government owned Colleges of Education in Kogi State

Name of Colleges	2012		2013		2014		2015		2016	
	Accessed (N)	Unaccessed (N)	Accessed (N)	Unaccessed (N)	Accessed (N)	Unaccessed (N)	Accessed (N)	Unaccessed (N)	Accessed (N)	Unaccessed (N)
Federal College of Education, Okene	351,000,00	-	421,059,00	1,941,000	459,607,280	191,392,720	443,160,000	108,840,000	341,579,350	394,543,650
Kogi State College of Education, Ankpa	298,000,00	11,000,00	368,000,00	25,000,00	715,459,369	75,540,631	1,322,500,00	127,500,000	320,324,290	415,798,710
Kogi State College of Education, Kabba	-	-	-	-	85,000,000	15,000,000	207,328,930	34,671,070	-	-
Total	649,000,000	11,000,000	789,059,000	26,941,000	1,260,066,649	281,933,351	1,972,988,930	271,011,070	661,903,640	810,342,360

Source: Tertiary Education Trust Fund (TETFund). Available at: <https://www.tetfund.gov.ng/index.php/interventions/projects/disbursement/annual-disbursement> (accessed 24/08/2019)

Table 4: Mean ratings on the Intervention of TETFund on academic staff training and development in government owned Colleges of education in Kogi state between 2012 and 2016

S/N	Items	\bar{X}	SD	Decision
1	Lecturers are frequently sent to seminars and workshops	2.82	0.67	Rejected
2	Lecturers are sponsored to national and international conferences	3.51	0.70	Accepted
3	In-service training is organized for all category/cadre of lecturers.	2.95	0.91	Rejected
4	Lecturers are sponsored to acquire higher qualification (M.Ed/M.Sc/M.A., PhD) in local and international institutions.	4.31	0.94	Accepted
	Overall Mean	3.50	0.81	MODERATE

Source: Field Survey (2019) Key: \bar{X} = Mean, SD= Standard Deviation

Research Question 3: What is the intervention of TETFund on research and academic growth in government owned Colleges of education in Kogi state between 2012 and 2016?

Table 5: Mean ratings on the intervention of TETFund on research and academic growth in government owned Colleges of education in Kogi state between 2012 and 2016

S/N	Items	\bar{X}	SD	Decision
5	Development of books	3.98	0.87	Accepted
6	Provision of research grants for deserving lecturers	2.92	0.93	Rejected
7	Funding of academic research journal	3.88	0.81	Accepted
8	Funding of academic manuscript	2.80	1.03	Rejected
9	Funding of institutional based research	3.77	0.70	Accepted
Overall Mean		3.40	0.87	MODERATE

Source: Field Survey (2019)

Key: \bar{X} = Mean, SD= Standard Deviation

Table 5 presents the mean ratings of the respondents with regard to intervention of TETFund on research and academic growth in government owned Colleges of education in Kogi state between 2012 and 2016. The table shows that the mean scores (3.98, 3.88 and 3.77) of the respondents on items 5, 7 and 8 respectively are observed to be above the criterion limit of 3.00 for acceptance level. This implies that the respondents are of the view that TETFund had intervened on research and academic growth in government owned Colleges of education in Kogi state, through the: development of books, funding of academic research journals, and funding of institutional based research. However, the mean values 2.92 and 2.80 on items 32 and 35 respectively indicated that TETFund through its interventions had not: made provision of research grants available for deserving lecturers; and adequately funded academic manuscripts in the Colleges. On the overall, the mean value 3.47 indicated that TETFund had moderate intervention on research and academic growth in government owned Colleges of education in Kogi state between 2012 and 2016.

Research Question 4: What is the intervention of TETFund on instructional facilities in government owned Colleges of education in Kogi state between 2012 and 2016?

Table 6 presents the mean ratings of the respondents with regard to the intervention of TETFund on instructional facilities in government owned Colleges of education in Kogi state between 2012 and 2016. The table shows that the mean scores of the respondents 3.48, 3.31, 3.21, 3.15, and 3.01 on items 12, 15, 11, 10 and 13 respectively are observed to be above the criterion limit of 3.00 for acceptance level. This implies that the respondents are of the view that through TETFund intervention, government owned Colleges of education in Kogi state have been able to procure: projectors; computer sets for Computer-Based examination; laboratory apparatus e.g. cylinders, burners, flannel board, magnetic board; teaching communication gadgets

such as public address system; and machines and tools for TVE workshops. On the overall, the mean value 3.15 indicates that TETFund had moderate intervention on instructional facilities in government owned Colleges of education in Kogi state between 2012 and 2016.

Table 6. Mean ratings on the intervention of TETFund on instructional facilities in government owned Colleges of education in Kogi state between 2012 and 2016

S/N	Items	\bar{X}	SD	Decision
10	Procurement of teaching communication gadgets such as public address system etc	3.15	0.73	Accepted
11	Procurement of laboratory apparatus e.g. cylinders, burners, flannel board, magnetic board.	3.21	0.71	Accepted
12	Procurement of projectors	3.48	0.63	Accepted
13	Procurement of machines and tools for TVE workshops	3.01	0.89	Accepted
14	Procurement of Introductory Technology workshop equipment	2.71	0.80	Rejected
15	Procurement of computer sets for Computer-Based examination	3.31	0.94	Accepted
	Overall Mean	3.15	0.78	MODERATE

Source: Field Survey (2019)

Key: \bar{X} = Mean, SD= Standard Deviation

Research Question 5: What is the intervention of TETFund on library development in government owned Colleges of education in Kogi state between 2012 and 2016?

Table 7. Mean ratings on the intervention of TETFund on library development in government owned Colleges of education in Kogi state between 2012 and 2016

S/N	Items	\bar{X}	SD	Decision
16	Procurement of assorted textbooks and reference materials.	4.76	0.62	Accepted
17	Procurement of Library computers.	3.09	0.96	Accepted
18	Installation of Library computers accessories.	3.04	0.99	Accepted
19	Internet set up and full internet subscription	3.09	0.94	Accepted
20	Installation, construction and configuration of integrated library management system application	3.57	0.88	Accepted
21	Procurement of Library furniture and equipment	4.34	0.69	Accepted
22	Procurement and installation of alternative power supply system via inverter.	3.54	0.89	Accepted
23	Development of a functional e-library.	2.92	1.03	Rejected
	Overall Mean	3.50	0.88	MODERATE

Source: Field Survey (2019)

Key: \bar{X} = Mean, SD= Standard Deviation

Table 7 presents the mean ratings of the respondents with regard to the intervention of TETFund on library development in government owned Colleges of education in Kogi state between 2012 and 2016. The table shows that the mean scores of the respondents 4.76, 4.34, 3.57, 3.54, 3.09, 3.04 on items 16, 21, 20, 22, 17, 19 and 18 respectively are observed to be above the criterion limit of 3.00 for acceptance level.

This implies that the respondents are of the view that through TETFund intervention, government owned Colleges of Education have: procured assorted textbooks and reference materials; procured Library furniture and equipment; installed, construct and configured integrated library management system application; procured and installed an alternative power supply system via inverter; procured Library computers and accessories; subscribed for Internet connection; and procured Library computers accessories. However, mean value of 2.92 indicated that TETFund interventions have not aided in the development of a functional e-library in government owned Colleges of Education in Kogi State. On the overall, the mean value 3.50 indicates that TETFund had moderate intervention on library development in government owned Colleges of Education.

Research Question 6: What is the intervention of TETFund on physical infrastructure in government owned Colleges of education in Kogi state between 2012 and 2016?

Table 8. Mean ratings on the intervention of TETFund on physical infrastructure in government owned Colleges of education in Kogi state between 2012 and 2016

S/N	Items	\bar{X}	SD	Decision
24	Construction of building block comprising office	3.69	0.78	Accepted
25	Construction of examination halls	3.73	0.66	Accepted
26	Construction of lecture halls/classrooms and procurement of lecture theatre seats	4.87	0.33	Accepted
27	Construction of workshop	3.61	0.97	Accepted
28	Construction of demonstration studio	2.28	1.26	Rejected
29	Construction of multi-media lab	4.67	0.47	Accepted
30	Construction of departmental library	3.89	0.90	Accepted
31	Construction of Introductory Technology Workshop	3.94	0.86	Accepted
32	Construction of Information and Communication Technology centre	3.71	0.93	Accepted
33	Construction of modern micro-teaching laboratory	2.12	1.27	Rejected
34	Procurement and installation of laboratory furniture and fittings	4.36	0.54	Accepted
35	Procurement of generator sets	3.98	0.87	Accepted
36	Construction of roads	1.58	0.98	Rejected
37	Provision of boreholes	3.25	0.76	Accepted
38	Installation of standing fans and air conditioners in the college	2.54	1.11	Rejected
39	Construction of staff quarters and students' hostels	2.22	1.08	Rejected
40	Renovation of dilapidated building	4.28	0.48	Accepted
Overall Mean		3.45	0.93	MODERATE

Source: Field Survey (2019)

Key: \bar{X} = Mean, SD= Standard Deviation

Table 8 presents the mean ratings of the respondents with regard to the intervention of TETFund on physical infrastructure in government owned Colleges of education in Kogi state between 2012 and 2016. The table shows that the mean scores of the respondents 4.87, 4.67, 3.94, 3.89, 3.73, 3.71, 3.69, 3.61 and 3.25 on items 26, 29,

31, 30, 25, 32, 24, and 27 respectively are observed to be above the criterion limit of 3.00 for acceptance level. This implies that the respondents are of the view that through TETFund intervention physical infrastructures like: lecture halls/classrooms, multi-media lab, Introductory Technology Workshop, departmental library, examination halls, ICT center, building block comprising office, and workshop were constructed in the three studied government owned Colleges of Education in Kogi State. Also, mean values of 4.36, 4.28, 3.98 and 3.25 on items 34, 40, 35 and 37 respectively indicated that through TETFund interventions, laboratory furniture and fittings were procured and installed; dilapidated building were renovated; generator sets were procured; and boreholes were constructed. However, the mean values of 2.54, 2.28, 2.22, 2.12, and 1.58 respectively are observed to be below the criterion limit of 3.00 for acceptance level. This implies that the respondents are of the opinion that TETFund had low intervention in areas of: installation of standing fans and air conditioners as well as construction of demonstration studio, construction of building staff quarters and students' hostels, construction of modern micro-teaching laboratory and construction of goods roads. On the overall, the mean value 3.45 indicates that TETFund had moderate intervention on physical infrastructure in government owned Colleges of Education in Kogi State.

Research Question 7: What is the level of lecturers' productivity in government-owned Colleges of education in Kogi state between 2012 and 2016?

The mean score statements were interpreted as follows: 4.00 – 5.00 were classified as high level productivity (HLP), 3.00 – 3.99, indicated moderate level productivity (MLP), and 0.00 - 2.99 were classified as low level productivity (LLP). This interpretation also applies to the grand mean values.

Table 9 shows the level of lecturers' productivity. The results indicated that mean values of 4.62, 4.45 and 4.31 respectively are observed to be above the criterion limit of 3.00 for acceptance level. This implies that the productivity level of lecturers in terms of: setting and administering examinations questions to test the ability of students; covering course content adequately; and proficiency in subject-matter were rated high. Also, mean values 3.89, 3.73, 3.72, 3.61, 3.54, 3.48, 3.45, 3.40, 3.30, 3.21, 3.15, 3.13 and 3.11 on items 12, 8, 10, 11, 5, 20, 3, 18, 1, 16, 15, 19 and 4 respectively indicated that the productivity level of lecturers in this regard were moderate. Consequently, mean values of 2.98, 1.98 and 1.57 respectively revealed that, lecturers' productivity level in terms of: recognition and popularity as a research scholar in areas of specialization; publishing write-ups and researches in both local and international journals promptly; and having patent and certified invention were rated low. On the overall, the grand mean value of 3.36 indicates that, the productivity of lecturers in government owned Colleges of Education in Kogi State was at moderate level.

Table 9. Mean and standard deviation ratings on the level of lecturers' productivity in government-owned Colleges of education in Kogi state between 2012 and 2016

S/N	Items	\bar{X}	SD	Decision
Lecturers' Productivity in Teaching				
1	Attend lectures punctually	3.30	0.78	MLP
2	Proficiency in subject-matter	4.31	0.94	HLP
3	Effective oral and written communication skills	3.45	0.76	MLP
4	Adopts various teaching methods and use instructional materials to aid students' understanding	3.11	0.85	MLP
5	Measures students learning using multiple and varied assessment tools like assignments, 5 minutes test, term papers etc.	3.54	1.12	MLP
6	Covers course content adequately	4.45	0.93	HLP
7	Sets and administer examinations questions to test the ability of students	4.62	0.62	HLP
8	Objective in scoring and grading students	3.73	1.49	MLP
Lecturers' Productivity in Research & Publication				
9	Publish write-up and researches in both local and international journals promptly	1.98	1.03	LLP
10	Published reputable textbooks	3.72	1.40	MLP
11	Co-authored and make chapter contribution in reputable text-books promptly.	3.61	1.34	MLP
12	Attend key conferences and workshops to deliver paper/write-up	3.89	1.06	MLP
13	Lecturers have patent and certified invention	1.57	0.98	LLP
14	Widely known as a research scholar in areas of specialization.	2.98	0.89	MLP
Community Services				
15	Involve in national assignment like (INEC, Population Census etc)	3.15	0.73	MLP
16	Involve in State assignment like (INEC, Population Census etc)	3.21	0.71	MLP
17	Nominated for political appointments	2.60	0.99	LLP
18	Deliver seminar papers based on consultancy services (e.g. special invitation as a resource person)	3.40	0.74	MLP
19	Deliver conference papers based on consultancy services (e.g. special invitation as a resource person)	3.13	0.84	MLP
20	Participate in training, enlightenment/re-orientation programmes	3.48	0.63	MLP
Overall Mean		67.24	18.83	
Grand Mean		3.36	0.94	MLP

Source: Field Survey (2019)

Key: \bar{X} = Mean, SD= Standard Deviation

Discussion of Findings

Findings from the first research question revealed that, out of the total amount of fund allocated to government owned Colleges of Education in Kogi State in table 3, only ₦649,000,000.00k, ₦789,059,000.00k, ₦1,260,066,649.00k, ₦1,972,988,930.00k and ₦661,903,640.00k were accessed by government owned Colleges of Education in Kogi State, in 2012, 2013, 2014, 2015 and 2016, respectively. While, ₦11,000,000.00k, ₦26,941,000.00k, ₦281,933,351.00k, ₦271,011,070.00k and ₦810,342,360.00k were unaccessed by government owned Colleges of Education in Kogi State, in 2012, 2013, 2014, 2015 and 2016, respectively. This finding though showed a progression in amount of funds allocated to and accessed by the Management and staff of the studied colleges of education in Kogi State between 2012 and 2016, the amount of fund still laying fallow or unaccessed by these colleges is a great source of concern considering the mind-weakening state of many Nigerian tertiary institutions, especially Colleges of Education. This is attributed to the fact that most colleges of education are unable to fulfill the conditions attached ([Mahmood, 2011](#)), thereby deprived of the opportunity of accessing TETFund intervention for a sustainable development.

The result from the second research question affirmed that TETFund had moderate intervention on academic staff training and development in government owned Colleges of education in Kogi state between 2012 and 2016. This moderate intervention is occasioned by the fact that lecturers are not frequently sent to seminars and workshops; and in-service training are not regularly organized for the all category/cadre of lecturers through TETFund interventions in government owned College of Education. Though, they benefit from TETFund interventions through sponsorship in acquiring higher qualifications in local and international institutions. This observation affirms the attestation of [AbdulAzeez \(2016\)](#) who claimed that lecturers in Nigerian tertiary institutions are given opportunities for certificate upgrade or higher qualifications at the expense of skill based training programmes like in-service training, seminar, workshop, etc. Apparently, the finding of this study substantiated that of [Adavbiele \(2016\)](#) who reported that ETF has not really done much in providing quality training for academic staff most especially for the lecturers in the college of education, Ekiadolor, Edo state.

Findings from the third research question revealed that TETFund had moderate intervention on research and academic growth in government owned Colleges of education in Kogi state between 2012 and 2016 (mean value 3.47). This finding is evident in the TETFund intervention through the: development of books, funding of academic research journals, and funding of institutional based research (mean scores 3.98, 3.88 and 3.77 respectively), as found in Table 5. This negates the findings of [Onwuchekwa \(2016\)](#) who reported that TETFund to a high extent has no significant influence on educational research in South-East Nigerian Universities.

In furtherance, results from the third research question indicated that TETFund through its interventions has not: made provision of research grants available for deserving lecturers; and adequately funded academic manuscript in the Colleges (mean values 2.92 and 2.80 respectively). This finding is unconnected with the decline in the quality and contents of the manuscripts submitted to TETFund which are far below the expected standard, as [Onwuchekwa \(2016\)](#) commented that though the volume of manuscripts and publications by Nigerian scholars are highly gratifying but the quality is no way near international standards. This finding supports the observation by [Alfred \(2017\)](#) who noted that it is quite worrisome that many tertiary institutions in Nigeria have not been accessing research funds allocated to them due to their inability to conduct research at cutting-edge level on activities that will impact positively on the competitiveness of the country on the global scientific as well as fulfill the conditions attached and thereby depriving academic staff of the opportunity of accessing Government funds for research advancement.

The result of this study also revealed that, TETFund had moderate intervention on instructional facilities in government owned Colleges of education in Kogi state between 2012 and 2016 (mean value 3.15). This finding as well as the observation of the researcher during the fieldwork is not surprising considering state of instructional facilities in most colleges of education especially those in Kogi State, as most students were taught without instructional facilities like teaching communication gadgets (e.g. public address system), projectors, and laboratory apparatus. This is occasioned by the fact that the available instructional facilities were fairly adequate and did not get up to the quantities and qualities that should be regarded as enough to cater for the whole college. This corroborated the findings of [Adavbiele \(2016\)](#) who found that ETF has not really done much in providing a suitable atmosphere to stimulate the teaching/learning process.

Results with regards to research question five showed that, TETFund had moderate intervention on library development in government owned Colleges of Education in Kogi State (mean value 3.50). This result is supported by the survey carried out by [Bamigboye, et.al \(2015\)](#) on the funding of academic libraries in Nigeria through TETFund intervention grants. The researchers observed that the funds were irregular and that all the federal and state government owned institutions benefited partially from the grants. This result also tallies with the findings of [Afebende \(2017\)](#) whose study found that grand-in-aids (TETFund) and donations/gifts have been playing a vital supportive role in the funding of academic libraries in Nigeria but its regularity is an uphill adventure.

Surprisingly, findings from the fifth research question indicated that TETFund interventions have not aided in the development of a functional e-library in government owned Colleges of Education in Kogi State (mean value of 2.92). This finding might be unconnected to poor packaging and non-compliance with TETFund implementation guidelines even after discussions and consensus at annual strategic meetings; and constant request for substitution of approved items after disbursement

of funds. This finding is therefore in consonance with [Adavbiele \(2016\)](#) who found that 200 respondent (70%) agreed that ETF has not really done much in stocking the libraries with current digital facilities at college of education, Ekiadolor, Benin Municipal Council of Edo state in Nigeria.

The findings from the sixth research question affirmed that, TETFund had moderate intervention on physical infrastructure in government owned Colleges of Education in Kogi State (grand mean value of 3.45). This moderate intervention is evident in the respondents' responses that through TETFund, physical infrastructure like: lecture halls/classrooms, multi-media lab, Introductory Technology Workshop, departmental library, examination halls, ICT center, building block comprising office, and workshop were constructed in the three studied government owned Colleges of Education in Kogi State. Likewise, TETFund had low intervention in areas of: installation of standing fans and air conditioners as well as construction of demonstration studio, construction of building staff quarters and students' hostels, construction of modern micro-teaching laboratory and construction of goods roads. This finding is therefore consistent with that of [Adavbiele \(2016\)](#) who observed that ETF has not really done much in providing laboratory equipment and providing enough accommodation for the staff and students of the college of education, Ekiadolor, Edo State. This finding and that of other collaborators is rather surprising considering the mandate of TETFund and the agency stand on fund availability for beneficiary institutions. In response to this, TETFund puts the blame on these institutions for the following reasons: delays in the submission of projects for reconciliation and approval by institutions; non-completion of ongoing projects which do not allow such institutions to access the succeeding year's project or intervention; and insufficient documentation to substantiate proposed projects as well as completed ones in line with TETFund's guideline and template ([Mahmood, 2011](#); [TETFund, 2017](#)). This therefore calls for holistic interventions by TETFund in areas of enlightenment and sensitization of these beneficiaries (tertiary institutions and lecturers). This result is supported by the findings of [Udu & Nkwede \(2014\)](#) and [Ugwuanyi \(2014\)](#).

The study further revealed that the productivity of lecturers in government owned Colleges of Education in Kogi State was at moderate level (grand mean value of 3.36). This moderate level of productivity may be evidence of the findings in Tables 3 -8 as well as a result of the nature of lecturers' jobs (combination of both administrative and academic responsibilities), poor commitment of lecturers, frequent strike action because of poor motivational factors and unconducive work environment amongst a host of other factors.

The result from the fifth research question also indicated that, lecturers' productivity level in terms of: recognition and popularity as a research scholar in areas of specialization; publishing write-ups and researches in both local and international journals promptly; and having patent and certified invention, with mean values of 2.98, 1.98 and 1.57 respectively, were rated low. This result might be attributed to the irregular payment of lecturers' salaries in state-owned colleges, poor quality of

lecturers, cost of research publications, time of sourcing for quality outlets for publications, lack of funds in conducting quality research as a result of the problem of accessing of TETFund funds for research.

Conclusion

Considering the findings of this study, it suffices to note that, TETFund has done considerably well by having moderate intervention on staff training and development, research and academic growth, instructional facilities, library development, and physical infrastructure; and these levels of intervention have determined the level of lecturers' productivity in government owned Colleges of education in Kogi State. Despite the obvious benefits of the TETFund, the study also found that most colleges and lecturers faced a lot of problems in accessing the funds. The result of the aforementioned is that many colleges are often in arrears of several years of funds allocated but not accessed or used for critical infrastructural facilities and developmental needs which have taken its toll on the level of productivity displayed by lecturers in government owned colleges of education in Kogi State. On this note, a more purposeful and sustained effort needs to be made on the part of college management to jump at such opportunities as provided by TETFund to revitalize their institutions.

Recommendations

The following recommendations have been made based on the findings of this study. It behooves on management of government owned Colleges of education in Kogi State to intensify their efforts on meeting all necessary requirements for accessing and releasing of all approved funds from TETFund.

There is a need by TETFund to reduce or eliminate entirely the level of bureaucratic bottlenecks often associated with accessing approved funds as this will make it easier for institutions to fully access approved TETFund interventions. Such delays are often in the areas of examining request/applications for funds, scrutinizing the attendant feasibility studies and monitoring/certifying of executed projects before further releases are made; which often, are not devoid of sharp practices.

The study found that TETFund interventions in some areas of academic staff professional development like in-service training, seminars and workshops are inadequate. It is therefore recommended that the government should intensify their effort through the TETFund interventions in making adequate provisions of these professional development programmes by organizing seminars and workshops promptly, as this would improve the quality of lecturers and thus, enhance students' academic performance.

Policy makers should have a good picture of the infrastructural situation in the government owned colleges of education, so as to help them make intelligent policy

decisions / statements that can help these institutions and consequently help the growth of the nation.

Adequate funds through the special, high impact and normal interventions by TETFund should be allocated to the colleges of education so as to take care of their pressing needs, particularly, construction of roads, hostel accommodations and lecturers staff quarters and electrification for constant power supply or alternative power supply (solar) as this will go a long way in fostering a conducive teaching and learning environment.

College management should also ensure that honest and competent contractors are utilized in executing TETFund projects and involvement of donor agencies to assist governments in funding tertiary education especially colleges of education in Nigeria. Good governance and transparency on the part of the TETFund and beneficiary institution's management should form the hallmark of the Funds Operations to ensure accessibility and result-oriented utilization of accessed funds.

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